**K-5 Math Lesson Plan**

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| **Teacher: Santoro/Muire** | | | **Grade:1** | | | **Date(s)**: |
| **Unit Title:**  Unit 1: Count to 120 | | | | **Corresponding Unit Task: Task 2** | | |
| * **Essential Question(s):** * How can I read numbers up to 120? * How can I write numbers up to 120? * How can I show an amount of objects with a written number? * How can I bundle ten ones to make one ten? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  Set of student materials to use for modeling | | **Student:**  Pencil top eraser, grid with numbers 1-50, blank paper, stamps, ink pads, pencils, crayons | | | Tens, ones, bundles left-over, groups, digit, one digit number and two digit number | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: 1. NBT.2a** | | | | | |
| **I can Statement(s):**  I can write from 1 to 120. I can count objects up to 120. I can make bundles of ten. | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?) | | | | | |
| **Teacher Directed**: Model the game children will play to practice showing two-digit numbers to 50. Toss a pencil top eraser onto the grid. On the blank paper, write the number the eraser lands on. Use the stamps to stamp that amount. Model how to stamp in rows of 10. Use the crayons to circle groups of 10. Circle each group in a different color. | | | | | |
| **Guided Practice:** Students are used to model for the group how to play the game. | | | | | |
| **Independent Practice:** Student will then practice the skill individually at their desks. This can be done again on other days as a math center. | | | | | |
| **Closing/Summarizing Strategy:** Gather children together once again. Share student stamping sheets. Who stamped the largest number? Be sure to point out those who stamped neatly or in a very organized way and why it is important. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| Use numbers greater than 50. Introduce the base 10 stamps to use for stamping larger numbers, rather than stamping by ones. | | |  | | |  |
| **Assessment(s):** | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |